

St Teresa's Catholic Primary School

Behaviour Policy



'Christ be in our heads, in our hearts and in our hands'

1. Introduction

Mission Statement

At St Teresa's Catholic Primary School, we are a Christ-centred community where every child is nurtured to grow in faith, love, and learning. Inspired by the teachings of Jesus, we aim to foster a safe, respectful, and inclusive environment where all children can flourish spiritually, morally, socially, and academically.

This vision is encapsulated in our School Mission Statement:
"Christ be in our heads, in our hearts and in our hands."

This guiding principle is at the heart of everything we say and do. It serves as a daily reminder of our commitment to living out the Gospel values. We strive to encourage our children to treat others as they would wish to be treated themselves, growing in empathy, compassion, and kindness. These values are central to our Behaviour Policy, which promotes positive relationships, mutual respect, and a shared responsibility for the wellbeing of all.

Aims:

- To promote Gospel values and the dignity of every individual.
- Develop positive behaviour for learning within a safe, happy and friendly learning environment.
- Help pupils develop strategies to manage, review and self-regulate their own behaviour.
- Create a calm and purposeful working atmosphere (where creativity, academic excellence and independent learning can thrive).
- Ensure all children and adults feel safe, secure and valued.
- Be clear, fair and consistent when addressing behaviour and relationship issues.
- Foster strong and healthy relationships amongst the whole school community.
- Develop within all pupils a motivation to do the right thing within a community that values and cares for all members of the community.

Principles and beliefs:

At St Teresa's Catholic Primary School, we recognise that every child is made in the image and likeness of God. While the majority of our children behave very well each day, we all have a shared journey of growth—learning to deepen our relationships, reflect on our words and actions, and live more fully in the example of Christ.

- Pupils who struggle with their behaviour are supported with patience, compassion, and understanding, so that they may learn to self-regulate and grow in self-discipline—reflecting the Christian call to conversion and renewal.
- Promoting respectful behaviour and nurturing positive relationships is a shared responsibility rooted in our Gospel mission. Together, as one school family, we work in unity to create a community where everyone can flourish.
- Each person is called to take responsibility for their actions, guided by a well-formed conscience and the teachings of Jesus, who calls us to love one another and seek forgiveness when we fall short.
- Empathy, kindness, and respect for others are Gospel values that must be taught, modelled, and encouraged to help children form loving relationships that reflect the heart of our Christian faith.
- All behaviour is a form of communication. As followers of Christ, we are called to respond with understanding, recognising the needs behind behaviour and offering support with love and dignity.
- Children are guided to make choices that reflect Gospel values. We seek to empower them to grow in self-awareness and responsibility, using a range of strategies that encourage self-regulation and promote peace.
- Adults in our school community have a vital role in modelling Christ-like behaviour—demonstrating mutual respect, forgiveness, and compassion in all relationships, and building a culture rooted in love and care.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- DFE Behaviour in Schools (February 2024)

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

This policy should be read in conjunction with those policies listed below:-

- Safeguarding & child protection
- Attendance
- Single equalities
- Anti- bullying
- Online safety
- Home school agreement
- SEND
- ICT acceptable use (pupils)
- Teaching and learning

3. Roles and responsibilities

All members of our school community have a role to play and must be in support of this policy as shown in the diagram below:



The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing board will also approve and review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for approving and reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.

The headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Fostering positive relationships with children
- Modelling positive behaviour
- Use school behaviour scripts to manage children's behaviour
- Managing the behaviour and seek support from senior leadership if required
- Focusing on the main behaviour and not being distracted by secondary behaviours
- Ensuring all children new to St Teresa's Catholic Primary School (in-year admissions) have the expectations clearly communicated to them as soon as they have started school
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents that require a formal record
- Informing parents if a child's behaviour is a cause for concern

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Model appropriate behaviour

Children

Children are expected to:

- Follow the school values
- Tell an adult if they need support

4. Our School Values

At St. Teresa's, we set high standards. In order to protect the rights and responsibilities of all a set of four core values of St. Teresa's Catholic Primary School (see Appendix 1) has been drawn up by the children for the children in addition to rules for specific areas of the school (Appendix 2).

The four core values that the children follow in school (Appendix 1) have been linked to the Gospel values and are common across the whole school. The core values must be explained in an age-appropriate manner by class teachers at the beginning of the school year and regularly reinforced. Parents and children also sign a home school agreement to confirm their understanding and acceptance of the code. The values are referred to regularly and are on display in classrooms and around the school.

The four core values:

1. We speak with kindness and gratitude, showing good manners as a sign of love and respect for others. – Clitherow house
2. We honour our school and ourselves by acting with integrity and taking pride in all we do. – Southworth house
3. We show respect for every person and their belongings, recognising the dignity of all God's children. Arrowsmith house
4. We move calmly and considerately, showing care for those around us. – Plessington house

Behaviour management

Making expectations clear

- Each class will discuss and devise a class charter (agreed expectations for behaviour and routines in class) in September for display in class
- Weekly assemblies will emphasise expectations linked to the Gospel values e.g. resilience, respect, tolerance, empathy and honesty as well as making specific expectations of our four core values
- Lessons in class (including circle times) will emphasise expectations for the lesson and behaviours (agreed by the children and staff)
- When agreed expectations are not kept to then the child will be reminded of the expectations (and the reasons for them and consequences for not keeping them)

Celebration of positive behaviour and healthy relationships

Whilst we acknowledge that children need to develop intrinsic motivation to behave well we nonetheless believe that celebration of good behaviour is crucial to create a positive ethos in school.

Rewards have a motivational role and these should take the following forms:

- A weekly celebration assembly (Friday mornings) at which Star of the Week (EYFS and KS1) and Medal Winners (KS2) are given often linked to a whole school focus or our core values. Parents and family members are invited to share in their achievement.
- St. Teresa's Role Model award given to one infant and junior pupil each week for consistently embodying our mission statement and core values.
- House Points for demonstrating our core values.
- Headteacher stickers are used for good effort in work, excellent attitude and positive behaviour
- Termly staying on green prize draw for those children who have demonstrated positive behavior across the entire term.
- Verbal praise (describing the specific good behaviour) is the main and most common 'reward' for good effort, behaviour & relationships (encouraging intrinsic rather than extrinsic motivation) – this can be publicly given (class or whole school) or privately (affirmation) or to parents at the end of each day or week. For some children this will be a more formal meeting at the end of the week at which pupil and parents listen to the unqualified positive praise of teaching staff (describing specific behaviour which may have been recorded in a praise journal).
- Class based reward systems devised for individual cohorts by teachers, support staff and pupils are also used (e.g. marble/token collection; stars for swimming; praise post-cards).

Consequences

Sadly, there will be times when children misbehave. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below. As a school we operate the traffic light system. All children start each day on Green.

Minor breaches of discipline and disruption are generally dealt with by the class teacher in a caring, supportive and fair manner without a significant loss of pace to learning for the rest of the class, with some flexibility regarding age of the child, as far as consequences are concerned.

Children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

If a child's behaviour is not acceptable and attempts to use positive rewards have been unsuccessful, then warnings will be given, and sanctions used if necessary.

Sanctions are visible in each classroom in language the children can understand. (Appendix 3)

They are:

1. We are given a reminder
2. We are given a warning with a clear message about what will happen next
3. We lose our own time
4. We complete a think sheet
5. If we continue, we go to the Deputy or Headteacher



After a warning and before loss of time, children could be moved to the yellow card but will be given the opportunity to earn their way back to green. In the Infants pupils will lose 5 minutes of their playtime if they stay on yellow and in the juniors the child will miss their next playtime (timeout) and complete a reflection sheet.

Various strategies will be used to re-engage the child in learning.

These will include:

- proximity praise
- language of choice
- appealing to better nature
- reminder of positive rewards for right choices
- reminder of consequences for wrong choices
- immediate praise for smallest of right choices/responses
- reassurance and recognition of need for support if necessary
- distraction
- humour if appropriate
- quiet word rather than public shame
- tactical ignoring if appropriate
- body language such as standing nearer the child or just a look
- silence until appropriate behaviour is restored

All of these strategies are just examples and any strategy used is at the professional skill and judgement of the teacher and support staff (sometimes in consultation with each other).

If a child receives a loss of time sanction (timeout) x3 or more a conversation with parents by a member of SLT will take place.

We recognise that the age of the child and their individual circumstances (for example a child with SEND) will impact their behaviours and therefore staff will make reasonable adjustments to ensure that rewards and sanctions are appropriate to the needs of the child and the situation.

Any consequence should, wherever possible, be carried out by the staff member affected by or dealing with the situation initially because:

- a) It is an opportunity for the restorative conversation to take place with the right person
- b) The initial staff member knows the full extent and details of the situation (so can talk to the child about it with knowledge)
- c) If another member of staff supervises the consequence it can undermine the authority of the initial staff member in the eyes of the child

Possible consequences for disruptive behaviours:

- a) Keep the child back last when it is playtime to talk to them about the class expectations (hence they will be last out to play)
- b) Keep the child back for longer at playtime or lunchtime to complete work or do a consolidation activity
- c) Consider a consequence that does not disrupt learning opportunities but has meaning for the child
- d) Inform parent/carer by (depending on the situation):
 - Teacher message on Seesaw
 - Phone call by teacher e.g. at the end of the day
 - Phone call by SLT middle of the day
 - Meeting with parent/carer

Major breaches of discipline would result in an immediate move to red card and parents informed. This type of behaviour is generally rare and would become the responsibility of the Headteacher or the Deputy Headteacher if the problem was to keep recurring.

Procedures for Dealing with Major Breaches of Discipline

- When children are reacting emotionally and potentially dangerously then short, precise, clear, repeated commands will be used (rather than trying to reason or engaging in conversation)
- Unwanted behaviour must be dealt with according to the context and the child but must be dealt with clearly, fairly and consistently.
- Children will not be 'punished' for unwanted behaviour but must accept reasonable, proportionate and significant/meaningful consequence for their behaviour so they understand the seriousness of their actions and acknowledge the negative impact on others.
- It must be a consequence that they will not want to repeat and must be consistently applied (so similar behaviours by others have consequences of similar significance and proportion) and will escalate in significance if behaviours are repeated and further consequences are necessary.
- It may be necessary for some children to occasionally work away from their class base e.g. in another class or at a table with support, if they are being very disruptive to learning and need time-out away from the class.
- Should the behaviour continue, a meeting with parents will take place. It may be necessary to formulate a behaviour plan or chart in consultation with parents, class teacher and child.
- For cases of continued very serious, unacceptable misbehaviour, consideration will be given to starting the process of suspension or

permanent exclusion from the school. Suspending or excluding pupils should only be used as a means of last resort.

Removing a child from a classroom will only be done as a last resort to ensure the safety and learning of all children.

If the above behaviour management strategies have been used but the pupil is still being disruptive to the learning of others they will be asked to leave the room for a time until they are in a right frame of mind OR go to a partner class for a time to reflect (for no longer than 10 minutes due to the escalation of problems if they miss too much learning time).

If they refuse to leave the classroom, continue to act in a highly disruptive way to the learning of others or escalate their negative behaviours then the class staff team will send for a member of SLT (in rare cases where the pupil is being so disruptive they are endangering others the whole class will be removed and child supervised by a member of staff in the room while awaiting arrival of SLT) – the child will then be persuaded to leave the room to a safer place in school by the SLT.

If they still refuse to leave then SLT will decide if physical removal is necessary and if so then protocols must be followed, minimal physical contact used and a record made after the event (as well as reassurance for the child and report to parents).

When a child is removed from a class there will be a reflection sheet (appropriate to the age of the child and may require verbal support e.g. if a social story approach is being used) for them to complete away from the class (once they have regulated and when they are ready to engage) – there may also be low-threat consolidation work for them to do (depending on the situation).

It might be that the child will need support in regulating their emotions and this will be achieved using various strategies (relevant to age of child) by the Senior Leader. It could include:

- Distraction
- 'no adult words' sitting in silence supervised or listening to quiet music
- Calming walk
- Sensory activity (e.g. malleable, poppers, weighted blanket)
- Easy activity that is not a 'treat' but a 'tool' for calming (but do not make the removal from class a preferred option for the child in the future)
- Talking calmly until they are in a place to re-engage

If the child who has spent time with SLT calms enough, in the judgement of the professional, to re-engage with learning in class without disruption to others (and this is the first incident in the day) then the following process will take place:

- a) Expectations will be made clear to the child (and what will happen if there is a reoccurrence of the behaviour)
- b) The SLT will communicate with the class staff / teacher that the child is ready and willing to re-engage with learning and ask if they are ready for the child to return

- c) If the class staff are ready for the child to return there will, ideally, be an opportunity for a restorative conversation with the teacher / TA who the child was disruptive for (this may have to happen at a playtime or the end of the day depending on when the incident took place)
- d) If the class staff are not ready for the child to return just yet the child must accept that, be helped to understand why (e.g. others in the class may be upset and worried by what happened, emotions may be too high, there needs to be a longer space) and continue to work with SLT
- e) When the child returns to class the class team need to show the child that they want him/her in the class (this is not excusing the behaviour that has been displayed since that is NOT wanted) by a calm welcome back and moving on

A behaviour monitoring sheet may be used in order to:

- a) Identify patterns of behaviour/incidents
- b) Identify where support needs to be targeted
- c) Regularly review strategies being used and where support needs to be provided

Other agencies will be called on to support teachers who have children displaying inappropriate behaviours which are not being changed by school strategies or procedures. Examples of agencies and external support are:

- Early Help / Children and Family Well-being
- CAMHs
- Team Around the School and Setting (Local Authority multi-agency group)
- Inclusion Hubs (local school network of support for behaviour challenges in school)
- REACH behaviour
- Local Authority Inclusion Engagement team (for pupils with EHCP)
- Police early help support and PCSOs Low Level Behaviours

Lunchtime Supervision

- At lunchtime, supervision is carried out by the senior supervisor and a team of midday welfare assistants. If an incident occurs at lunchtime it will be dealt with by those on duty using various strategies (e.g. distraction, praise for good behaviour, reminders of possible consequences, encouragement to behave well i.e. appealing to their better nature, etc)
- If these strategies do not work and the behaviour deteriorates then the senior supervisor on duty will be informed. The senior supervisor will investigate, talk to the child (using the restorative question: 'what happened'), decide on responses/consequences which will likely be some time out or removal from the playground to calm down.
- The class teacher will be informed of what has happened so they are aware of issues that may impact on learning and address any issues at a circle time.

- The senior supervisor will be told what action has been taken. If it is a serious incident then it will be treated as such. A restorative conversation may need to take place.
- The senior supervisor can refer to the Key Stage Leader, Deputy Headteacher or Headteacher if it is felt that the behaviour is unacceptable and cannot be dealt with under the normal school sanctions.
- All the above will be recorded with actions added.

Recording of incidents

- Any significant incidents of challenging, disruptive or persistently negative behaviours will be recorded so we can identify patterns of behaviour and target support and these records will be stored securely.
- These records may be used to support evidence for other agencies if additional support is needed.
- Furthermore, the Headteacher keeps a record of any pupil who is excluded, whether for a fixed term (suspension) or permanently, ensuring comprehensive oversight of significant disciplinary actions.

Vulnerable pupil strategy meetings

Members of the Senior Leadership Team will discuss at weekly SLT meetings pupils who are vulnerable to exclusion or to other risk factors.

The purpose of the meeting at Senior Leader level is to:

- Identify where there may be whole school issues re: behaviour and relationships
- Identify specific pupils who are disrupting learning in school and review strategies and interventions to ensure all paths are being explored, procedures implemented and progress made (and if not what we can do about it)
- Ensure staff well-being is being prioritised and staff are being supported when dealing with challenging pupils
- Allocate clear next steps for action to support pupils across the school
- Identify any whole school strategies or initiatives to help with behaviour and relationships

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour- or communication- could be a criminal offence. For example under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false

by the sender. If school feels an offence may have been committed, in school, they may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the Headteacher.

Conduct outside the school Gates

Where behaviour is inappropriate when a pupil is :

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

7. Restorative Practices

At St. Teresa's Catholic Primary School, we are committed to fostering a culture of empathy, accountability, and reconciliation. Restorative practices are integral to our behaviour policy and support our Gospel mission to nurture respectful, caring, and responsible individuals.

Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** – for your own actions
- **REPAIR** – identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** – working through a structured, supportive process that aims to solve the problem within the school community

Why use restorative approaches?

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- Manage the varied expectations of behaviour standards which exist among all school staff
- Help develop a whole school positive ethos

- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way
- Support any necessary sanctions by processes of learning and reconciliation.

How can restorative approaches be used?

Restorative approaches can be used at different levels in school:

- As preventative - to promote positive relationships within the whole school community
- As responsive - and repairing when difficulties arise
- As part of support and intervention for more long-term and persistent difficulties.

The approach involves including the 'wrongdoer' in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?', the focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put it right and learn from this experience?'

How do we use restorative approaches to improve the behaviour and relational skills of our children?

The restorative approach is based around key questions and listening before deciding on responses. Do not pre-judge any situation (even if you think you know and even if you've seen some of the incident yourself).

The key questions are:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Format:

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Keep confidentiality
- If the pupil/s do not follow these rules or are still/become angry with no sign of calming down then stop the mediation.

If incidents are sustained or reoccur then a restorative conference may need to take place with all the appropriate affected people.

Restorative Approaches

These practices are used as appropriate following incidents of conflict, disrespect, or harm:

- Restorative Conversations: Guided discussions between the individuals involved, facilitated by a trained adult, focusing on what happened, who was affected, and how the situation can be made right.
- Circle Time: Class discussions that build community and address minor relational issues before they escalate.
- Restorative Meetings: More formal sessions that may include parents or staff, used in cases of repeated conflict or significant harm.
- Reflection Activities: Age-appropriate written or verbal activities encouraging children to think about their behaviour and consider alternative actions.

Restorative approaches do not replace consequences but complement them. Where appropriate, a restorative process may form part of a consequence to ensure understanding and resolution. Pupils are supported through the Calm Room and pastoral systems to regulate emotions and prepare for these conversations.

Parents are encouraged to support restorative values at home and may be involved in restorative meetings to reinforce the importance of reconciliation and personal growth.

Parents

Not every minor incident needs to be reported to parents/ carers (professionals will make a judgement about significance) since they can be managed using school/class-based systems, however parents/ carers do need to be made aware of significant or persistent behaviour issues.

Behaviour changes are best achieved when school and parents/ carers work as partners together in a supportive way.

Good relationships with parents are crucial to ensure positive relationships with children.

Any discussions regarding inappropriate behaviour should be in private out of the hearing of other parents.

Key principles for working with parents/ carers:

- a) Be positive about the child even when delivering difficult messages (it can be tough hearing negative things about your child and parents need to know we still value their child and believe there is a way ahead)
- b) Be specific about what has happened and how it has been dealt with
- c) Be clear about how we have ensured fairness and consistency in the situation (e.g. if other children were involved that they too are being dealt with or that any consequence is what usually happens)
- d) Listen to the view of the parent/ carer (maybe there is something happening at home that could be affecting behaviour that we are unaware of and could shape our approach)
- e) Discuss with the parent/carer possible ways forward (and signpost to support e.g. with the school's well-being coach if that is appropriate)

- f) Keep in touch with the parent/carer over the next few days in an agreed way e.g. chat at the end of the day, Seesaw, home/school diary remembering to comment on positive progress made or alert to worsening behaviours – regular meetings may be needed
- g) Positive praise meetings with parents are a powerful strategy for those children who struggle with their attitude, behaviour and relationships.
- h) Any support from outside agencies will need consent.

It is the class teacher who should be the first contact person with the parent/carer (this reinforces the authority of the teacher in the eyes of the child but if SLT are the ones contacting parents it could undermine that authority in the eyes of the child).

However, SLT may become involved at the request of the teacher or in the judgement of SLT for more significant or persistent negative behaviours, escalating eventually to the Headteacher at which point more formal meetings and Individual Behaviour Plans are necessary.

8. Preventing Bullying

Bullying is unacceptable at St Teresa's and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- RE lessons
- Prayer & Worship
- PSHE sessions
- RSHE sessions
- Circle Time
- Assemblies
- Monitoring areas within the school building i.e. toilets, cloakrooms etc
- Monitoring of playground by staff on duty
- Child friendly anti-bullying poster

9. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

10. POWER TO USE REASONABLE FORCE

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be reasonably regarded as exceptional circumstances.

Whilst reasonable force is only to be used in extreme situations when all other alternatives have been explored, we recognise that all staff have the right to use reasonable force as per the Education & Inspections Act 2006:

Education & Inspections Act 2006 C.40 Part 7 Ch 1 Pt93

Power of members of staff to use force:

1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- a) committing any offence,*
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or*
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.*

2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. If physical intervention is necessary then it should be done with another member of staff present and assisting to ensure the well-being of staff and pupil, and so there is a trustworthy

observer who ensures everything is done appropriately. A record must be made of that intervention (as soon as possible) and parents / carers informed.

A small number of pupils have access to separate, calm spaces named the Calm room or Rainbow Room. The spaces are used as a positive means by which a pupil can withdraw from the classroom, or be directed here when he/she is dysregulated. Pupils are taught how to use this space as a coping strategy, rather than hitting out, losing control, or arguing (Appendix 4).

Special Educational Needs

At St Teresa's Catholic Primary School, we are committed to creating an inclusive environment where every child is supported to reach their full potential. We recognise that some children may experience difficulties in managing their behaviour as a result of underlying special educational needs or disabilities (SEND). In line with the SEND Code of Practice 2024, we take a graduated approach to identifying, assessing and meeting these needs, ensuring that appropriate support is provided at the earliest opportunity. This may include differentiated strategies within the classroom, targeted interventions, and personalised plans to promote positive behaviour and engagement in learning.

When a child's behaviour is linked to an identified special educational need or disability, we work closely with the child, their family, teaching staff, and relevant external agencies to put in place effective support strategies. This collaborative approach allows us to make reasonable adjustments, as outlined in both the SEND Code of Practice and the Equality Act 2010, ensuring that our response is fair, consistent, and supportive. Our aim is to remove barriers to learning and participation so that all children feel safe, valued, and able to succeed within our school community.

Early Years Foundation Stage (EYFS)

Most of the above procedures are relevant for our Foundation Stage although due to the age and phase of the children there will be more appropriate means for them to learn how to self-regulate their behaviour.

Personal Social and Emotional Development (PSED) and Communication and Language (C&L) are key areas in our Early Years curriculum and our skilled staff ensure that all children learn to act and react in an increasingly socially acceptable way.

Early Intervention is crucial so our EYFS team will ensure that any child in Reception displaying challenging behaviours and inappropriate social skills who are not responding to usual teaching and learning strategies will be flagged up to the Senior Leaders and SENCo at the earliest opportunity for support and meetings with

parents/carers in order to put a plan into place before behaviours become habits that the child cannot break.

Staff Support

Dealing with highly challenging behaviours can be very difficult for all staff and often upsetting.

Staff are supported by:

- Opportunities to talk to members of the Senior Leadership Team for:
Clarity on plans moving forward (including support and consequences)
Reassurance
Co-production of plans and strategies (reviewing previous plans)
- Occasional supervision and conversations with external support (e.g. Applied Psychology EP; Supervision support)
- A reduced timetable or internal exclusion in extreme situations for highly challenging pupils (as part of a plan) so class and staff can re-establish the well-being and routines of the rest of the class
- Restorative conversations (see above) so the staff are able to express how they have felt and been apologised to by the child who has upset them

Conclusion

All members of the St Teresa's School community have a responsibility to support children in managing their own behaviour, guided by the principles of respect, compassion, and the dignity of every individual. Every effort will be made to use positive behaviour management strategies in all areas of school life.

By reinforcing positive behaviour, we aim to help our children achieve academic excellence and enjoy school, fostering a love of learning and a sense of purpose rooted in our Catholic ethos. We want them to feel supported and confident to explore possibilities and take appropriate risks, while developing their social intelligence and understanding of the impact of their actions on themselves, others, and the wider community, reflecting the values of empathy, justice, and stewardship central to our faith.

13. MONITORING AND EVALUATION

The Headteacher and Deputy Headteacher regularly monitor the effectiveness of this policy. Staff record all behavioural incidents using the school's electronic system, and reports on the policy's impact—including recommendations for improvement where necessary—are presented to the governing body. In addition, pupil and staff surveys are conducted annually to gather feedback from key stakeholders.

This policy will be reviewed on a regular basis, shared through the school web-site and developed through discussion with the school's parent, staff and governor's behaviour forum as well as at staff training sessions on an annual basis.

Review Cycle – Annually

Next Review – October 2025

APPENDIX 1

St Teresa's Catholic Primary school four core values – developed by the children

The introduction of four core values that encompass everything we want pupils at St Teresa's to show linked the Gospel values.

KS2 version of four core values:

1. We speak with kindness and gratitude, showing good manners as a sign of love and respect for others. – **Clitherow house value**
2. We honour our school and ourselves by acting with integrity and taking pride in all we do. – **Southworth house value**
3. We show respect for every person and their belongings, recognising the dignity of all God's children. – **Arrowsmith house value**
4. We move calmly and considerately, showing care for those around us. – **Plessington house value**

The idea of the four core values is that they cover every behaviour we'd expect to see across the entire of our school and are easy for pupils of all ages to follow and use as a guide to refer back to.

KS1 and EYFS version of four core values:

1. We use kind words and good manners, just like Jesus would. **Clitherow house value**
2. We try our best and make good choices to show we are proud of our school and ourselves. **Southworth house value**
3. We are gentle and respectful to everyone and everything. **Arrowsmith house value**
4. We walk quietly and safely, thinking of others around us. **Plessington house value**

Scripture that links to our four core values:

1. *"Let your speech always be gracious."* – Colossians 4:6
2. *"Whatever you do, work at it with all your heart, as working for the Lord."* – Colossians 3:23
3. *"Love one another as I have loved you."* – John 13:34
4. *"Let all that you do be done in love."* – 1 Corinthians 16:14

APPENDIX 2

ST TERESA'S CATHOLIC PRIMARY SCHOOL RULES- DEVELOPED BY THE CHILDREN

In the Dining Hall

We will:-

- ✳ Sit on our chairs sensibly
- ✳ Use quiet voices around the table
- ✳ Show respect for the Midday Assistants.
- ✳ Show good manners whilst eating
- ✳ Tidy our area before leaving

In the library

We will:-

- ✳ Take care of the books and replace them where they belong so that others may find them.
- ✳ Respect the books, furniture, cushions and computer
- ✳ Use quiet voices.
- ✳ Ask for permission before entering the library

In the playground

We will:-

- ✳ Play safely and fairly.
- ✳ Play and use all the equipment sensibly.
- ✳ Show respect, consideration and care for others
- ✳ Ask for permission before entering the school building

In the corridor

We will:-

- ✳ Close the locker doors
- ✳ Walk quietly and sensibly around school
- ✳ Wait patiently for others
- ✳ Wait until outside to consume food and drink

In the toilets

We will:-

- ✳ Keep the sinks and toilets clean and tidy
- ✳ Stalls and toilet area not to be used for meeting friends and chatting.
- ✳ Respect each other's privacy

In the computer suite (developed by digital leaders)

We will:-

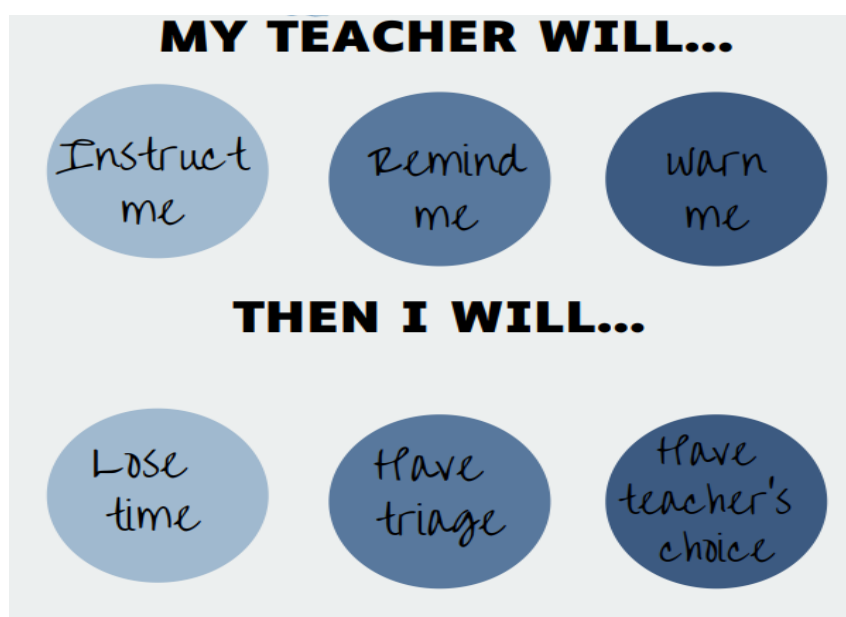
- ✳ Use the computers correctly and in a sensible manner
- ✳ Sit on the chairs correctly
- ✳ Always leave the room tidy and with the chairs under the desk
- ✳ Always shut down our work and log off
- ✳ Use only our own login
- ✳ Only use appropriate websites

APPENDIX 3 ST TERESA'S CATHOLIC PRIMARY SCHOOL CONSEQUENCES

Focus	Example
Instruct	"I need you to sit down on the carpet."
Remind	"This is your reminder to sit down on the carpet."
Warn and minute	"This is your warning that if you cannot follow my instruction and sit down on the carpet, there will be a consequence." Name the consequence e.g. yellow card.
Last chance and Time	Loss of free time.
Triage	Advise the time of consequence ensuring there is time to think, correct and connect. A restorative conversation sheet (timeout sheet) should be completed together.
Teacher's Choice	This could be various consequences depending on the behaviour including restorative repair, natural consequence and could include speaking to the Deputy or Headteacher.

Consequences in child friendly language - These must be on display in each classroom by traffic light system along with image below.

1. We are given a reminder
2. We are given a warning with a clear message about what will happen next
3. We lose our own time
4. We complete a think sheet
5. If we continue, we go to the Deputy or Headteacher (or senior staff member in their absence) and may be removed from our lesson and our parents may be told.



APPENDIX 4

STRATEGIES for supporting children struggling with their behaviours and relationships

Whilst consistency is always key, different children will respond to different strategies and interventions.

Process for intervention and support:

- a) A child has been identified with persistent or significant challenges around behaviour and relationships (often resulting in disruption to the learning of others) via the systems mentioned above
- b) The teacher will discuss with a member of SLT a need to a strategy meeting
- c) The strategy meeting will take place at the next earliest opportunity and involve as many relevant people as possible who could support in the situation
- d) At the strategy meeting:
 - Clarify the problem (this may be messy at first unpicking all the pieces) using: verbal accounts and observations of what has happened. Discussions of anything known about the child's context that may be relevant
 - Discuss possible 'triggers'
 - Discuss what strategies have been used so far and what has/has not worked
 - Consider longer term aim and possible strategy (including revision of or creation of IBP with clear scripts, routines, strategies and goals)
 - Consider immediate next step (e.g. consequence with support)
 - Consider if other outside support is needed (e.g. EP; REACH) and who will arrange that support
 - Arrange meeting with parent/carers (update plans following the meeting)
- e) Initial support strategies could be:
 - Drawing & Talking therapy
 - Regular brain breaks at timetabled parts of the day or when 'bubbling'
 - Lego Therapy
 - Daily and regular 'check-ins' by part of key team (SLT) – also consider using an older child for a younger child for peer affirmation if that works
 - Social skills work
 - Key worker/mentor support at transitions / playtimes
 - Wow book for recording positive progress (that can then be referred to reforming self-identity in a more positive way and getting attention for the right things)
 - Regulation strategies e.g. sensory room time, sensory box/equipment, system for pupil to alert staff they are struggling, emotion station, calming place
- f) Strategies will need to be reviewed regularly (at least weekly) – be aware pupils may at first 'kick against' some strategies initially but persist.

St. Teresa's Catholic Primary School

Addendum to the Behaviour Policy

Calm Room



'CHRIST BE IN OUR HEADS, IN OUR HEARTS AND IN OUR HANDS'

Calm Room

For a small number of pupils, the Calm Room is an important part of St. Teresa's Behaviour Policy. The space is used as a positive means by which a pupil can withdraw from the classroom or other area when he /she is dysregulated or experiencing difficulties. A small number of pupils at St. Teresa's are directly taught to use the Calm Room as a coping strategy, rather than hitting out, losing control, or arguing. The pupils are taught to return to the classroom when they feel more in control and able to resolve their difficulties.

The Calm Room is NOT a punishment, rather it offers a safe, quiet space for the pupil to self-regulate their emotions and reflect upon their behaviour away from the situation. This will also help the teacher to continue to teach the remainder of the class. Parents of pupils with social, emotional and mental health needs (SEMH) will visit the Calm Room and have the use of the Calm Room explained to them as part of the SEND provision. If this has been agreed as a strategy, parents/ guardians and pupils (if age appropriate) will sign to agree to the use of the Calm Room.

The calm room offers a calm space, with soft furnishing to help to reduce stress and anxiety. Often the pupils will engage in sensory activities to reduce anxiety and prepare pupils to return to learning.

Monitoring Time Out in the Calm Room

Pupils who use the Calm Room are recorded in the Calm Room folder. The Calm Room folder records the date, time, duration and reason why the child spent time in the Calm Room and which member of staff managed the situation. The register also details whether the incident was a Serious Incident. Also recorded is whether the child:

- self-referred (SR) or whether the pupil made the decision to go to the Calm Room once prompted by staff (both of which are positive means of self-control)
- was directed (D) by a member of staff at which point the child took themselves
- was guided (G) to the Calm Room involving the use of physical intervention by staff.

The Class Calm Room folder is monitored weekly by the SENDCo and Headteacher and discussed with the pupils on a frequent basis. The monitoring of the Calm Room folder provides information on how well the pupil is responding to the behaviour systems in place and internalising the strategies the pupil is being taught at St. Teresa's.